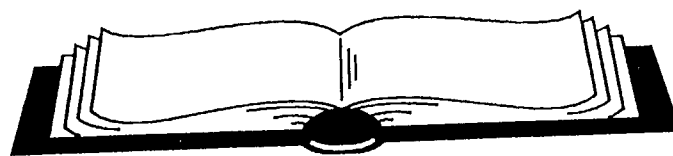


2000-2001

Guidelines and  
Application

# BEST PRACTICES

**Deadline for Application to County Office:**  
**NOVEMBER 27, 2000**

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	Language Arts Literacy	(Application is limited to one category. See page 3 for details.)
Practice Name	Books for Africa	
Number of Schools with Practice	1	(If more than one school or district, read and complete information on page 2.)

County	Morris
District (Proper Name)	Dover
Address	Grace Street
	Street/P. O. Box
	Dover, NJ
	City
Telephone	973 989-2000
Chief School Administrator	Ms. Margaret A. Fischer
Nominated School #1 (Proper Name)	East Dover Elementary School
Address	300 E. McFarlan Street
	Street/P. O. Box
	City Dover, NJ
Telephone	973 989-2055
Principal	Mr. Charles P. DeLorenzo
Program Developer(s)	Mrs. Jeanette Shannon
Application Prepared By	Mrs. Jeanette Shannon
Chief School Administrator's or Charter School Lead Person's Signature	M. Fischer DB

**FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY**

Approved: Yes No County Superintendent's Signature

**NEW JERSEY STATE DEPARTMENT OF EDUCATION**

**NEW JERSEY  
BEST PRACTICES  
2000-2001 APPLICATION**

**Application Requirements:** Failure to comply with the procedures for submission of the application will result in the elimination of the application.

- RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
- USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and 4. Do not include any additional materials, as they will not be reviewed in the selection process.
- Application must be keyboarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. (This sentence is in twelve-point Times New Roman.)
- KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages**. Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
- The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
- The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- The original and seven copies of the application must be submitted to the county superintendent of schools by November 27, 2000, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
<b>Type of School</b>	<b>Grade Levels</b>	<b>Practice Name</b> <u>Books for Africa</u>
<input checked="" type="checkbox"/> Elementary School	<u>3</u>	Number of Schools with Practice <u>1</u>
<input type="checkbox"/> Middle School	<u>6</u>	Number of Districts with Practice <u>1</u>
<input type="checkbox"/> Junior High School		Location <input type="checkbox"/> Urban/City <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> With Urban Characteristics
<input type="checkbox"/> High School		<input type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input type="checkbox"/> Rural
<input type="checkbox"/> Other: _____		

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input checked="" type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages
	<input type="checkbox"/> Public Engagement	
	(family involvement and partnerships with business, community, school districts, and/or higher education)	

- Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
- List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,\* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
- Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
- Describe how you would replicate the practice in another school and/or district.

\*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.  
6apppb.20

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

The "Books for Africa" project was inspired by a third grade student. During library class the librarian told the children that she would be going to South Africa to help set up libraries because rural children have almost no textbooks or other books. One-third grade student shouted, "We could write books for them!" The librarian came to me with the proposal, and our project to write books to be sent to Africa was launched.

Our main objective was, of course, to produce books, written by the students, to be taken by our librarian to Africa and donated to the students there. Other objectives included learning more about the country of South Africa where the books were to be taken, along with the reinforcement of many grammar and writing skills that the students were in the process of learning.

The students decided that they would like to write autobiographies telling about themselves, their school, and their families. The book would contain three chapters, each covering one of these topics. Photos depicting the everyday life of the students would be included as well as illustrations. Before the writing began we researched information about South Africa in order to have a better idea of what the life of those children was like.

Realizing that this was a monumental task for third graders, we enlisted the help of our sixth grade students. The third graders each had a sixth grade "buddy" that served as a mentor, editor, and proofreader. After rough drafts were completed the sixth graders assisted their "buddy" in typing the autobiographies on the computer.

Photographs were taken, pictures were drawn and cut out of magazines, and computer graphics were added. Finally the cover was designed and the books were bound in clear plastic folders. Both groups of students agreed that they had learned a great deal.

The final project was sent to South Africa with our librarian. She returned with glowing reports from the South African students! The results were so rewarding that we decided to continue composing and sending these books depicting the life of some American students to students in other countries.

Since the students themselves initiated the project there was great enthusiasm and a strong desire to produce a quality product. Throughout this project both third and sixth grade students became more aware of the need to utilize proper grammar, correct spelling, and to incorporate a variety of writing techniques into their work. In addition the students became more informed as to the customs and culture of South Africa through in-depth research. Finally, through their collaborative efforts they gleaned a better understanding of cooperative efforts and group dynamics.

2. List the specific Core Standards, including the Cross-Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses those Standard(s). Provide an example to substantiate your response.

The activities utilized within this program align themselves with the standards specified in the New Jersey Core Curriculum Standards in the following areas:

- Language arts, content standards 3.1,3.2,3.3, and 3.4 are incorporated into group discussions, multicultural readings and writing manuscripts.
- Visual performing arts standards 1.3,1.2,1.4,1.5,and 1.6 are emphasized during the completion of student produced books.
- Social studies standards 6.5, 6.6, and 6.8 are integrated in this project through the in-depth investigative research done by the students.
- Cross Content Workplace Readiness Standards 2 and 4 are demonstrated as the students develop their skills in the areas of technology, information retrieval techniques and co-operative learning activities.

3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met those needs.

To assess the effectiveness of the program, the following measurement tools have been utilized: personal observations of the interactions between the groups by the teacher and administrators; individual and group discussions with the children; the students' increased awareness of other cultures as evidenced by their statements and opinions; and the enthusiastic response of the students. The learning of the students, both third and sixth graders, was greatly enhanced by this project. The interaction between the students was gratifying to observe.

For the sixth graders it was an opportunity to interact with younger students. Of far greater importance was the opportunity for the sixth graders to put to use the grammar, spelling, and proofreading skills they had been taught. Here was a way for them to put to use the knowledge they had gained thus far in the language arts area. They were very enthusiastic in their praise for and support of their "buddies". It was a wonderful learning experience for them, helping them to learn patience, gain an understanding of the abilities of younger students, and how, through cooperation, something worthwhile can be accomplished.

Since we investigated the country to which the books were being sent, there was a great deal of social studies learning taking place. We learned about the geography and some of the history and culture of the country. In addition to social studies activities third graders had to use the grammar and organizational skills they had been taught and those they were in the process of learning. First an outline for each chapter was developed, so outlining was taught. After outlining, the rough draft for each chapter was written, proofread, revised and edited. Next, word processing skills were reinforced during the publication process. Artistic ability was enhanced in the use of graphics, pictures, and design of cover. The completed project was the measurement used for assessment.

The fact that the Zulu children, who were just beginning to learn to read English, were thrilled to learn about children in the USA and to see pictures of these American children jumping rope, playing with classmates, and enjoying their families, is proof positive that the objectives of the project were met.

4. Describe how you would replicate the practice in another school and/or district.

This project could very easily be replicated in another school or district. It need not be limited to an elementary level. There are many avenues that can be explored to get addresses of schools in other countries. These sources can be explored on the Internet. The Department of Education of the receiving country and READ Educational Trust in South Africa are two such sources. We are considering two areas for our project this year, an Indian reservation and a school in Haiti.

First, the students would need to identify a specific country and school to which they would like to send their books. Next, they would have to decide the content and length of their books. Administrative support, school and public librarian assistance, and the support of fellow teachers would greatly enhance the successful completion of this project.